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ABSTRACT

Designed for teachers of high school students, the unit proposes an individualized approach for teaching vocabulary. Students choose from three vocabulary word lists which represent levels of difficulty and which are chosen from words selected by students during the previous semester. In vocabulary notebooks, students enter pronunciation information, the words in context, and definitions. After 20 words have been entered in the vocabulary notebooks, students are tested over 10 words from the list and 3 which they have added. Words are then reviewed in small group sessions, in which groups cooperatively write a story using the new vocabulary words. In addition to an explanation of this approach to vocabulary study, the unit provides sample vocabulary lists, suggestions for earning extra credit, sample story illustrations, and sample tests. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

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VOCABULARY STUDY IN AN INDIVIDUALIZED READING PROGRAM

"Adding a word to your vocabulary is like adding a new piece of furniture to a room in your mind. I mean, if you don't have any furniture, an idea can wander in, but if it doesn't have any place to sit down, it isn't going to stay very long."

From Dead Man Walking, W.R. Campbell, 1978, p. 74.

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VOCABULARY STUDY IN AN INDJVIDUALIZED READING PROGRAM

Vocabulary study should be paramount at all times in all classes. It is difficult to carry on vocabulary study, however, when everyone is reading a different book. The problem is further compounded because reading levels differ widely in all classes, and this difference is augmented as students grow older.

In this packet of materials is an explanation of one way to teach vocabulary when everyone is reading different material. The hallmark of this approach to studying vocabulary is that students like it. I like it because it gives such close and frequent contacts with students, it's challenging to students and myself, it allows students to make some choices, and it gives students opportunities for feeling proud of themselves. The greatest fault in this approach to vocabulary study is that it makes the teacher's job harder. But-----it works!

Explanation of Vocabulary Study for Students
(Notes to teachers in parentheses)

1. You will need a spiral notebook. Bring it to class everyday. (I make this announcement about one week before beginning vocabulary study.)

2. (The first day of vocabulary study.)
I will pass out 3 lists of vocabulary words. The words on the lists come from the notebooks of students I had in class last semester. There are three levels of difficulty. You choose the list you would like to study:

   List X=hardest words
   List Y=moderately difficult
   List Z=easier words

3. Read the directions on the top of a list to yourself while I read them aloud. (Sample lists are given on pages 6-12. At this point I read the words on each list to the students, calling attention to the students' names given before each word. Drawing attention to these names helps students realize that I didn't just pull these words out of a hat or some dismal vocabulary workbook. I emphasize that next semester, their names will be appearing on the vocabulary lists.)
   (At this point, I also tell students to pick a list of words on which they know none or very few of the words. Further, they need to understand that when the next vocabulary lists are distributed, they may change levels if they would like to.)
   (Once everyone has picked a list, I collect the extras. These are put in folders stapled to a vocabulary study bulletin board. Somebody is always losing his/her list. You'll need extras.)

4. Notice that I have only given the odd numbers on the lists. You are to supply the even numbered words. The words you add, and their sentences, must come from books or magazines you are reading.
   Among the words you add, do not include:
   A. Proper Names
   B. Words in italics (At this point you will have to cite examples, such as *la petite femme*, *Juan*, and so forth to help students understand the impracticality of adding foreign words and phrases, and proper nouns.)

5. Beside letter A, you are to print the pronunciation of the word. Copy this from the dictionary. If more than one pronunciation is given, copy the first one. (About two weeks before vocabulary study begins, I give a pretest to find out who understands diacritical markings showing pronunciations of words. Students who have difficulty on this pretest see me in short review sessions for several days, working on using pronunciation keys and diacritical spellings. Students must understand how to translate diacritical markings into real words if they are going to be independent readers.)

6. By letter C you are to define the word. Make certain to write a definition which fits the way the word is used in the sentence. (As with diacritical markings, explained in #5 above, I pretest to find out who can readily find the correct definitions for words by using the dictionary. Those who have difficulty with this must have short review sessions with me over several days to remedy the weakness. For practice exercise on diacritical markings and choosing the right definitions, I have found Tactics A and B (remedial) and Tactics I and II (grade-level) by Scott-Foresman, to be very helpful. I write my own pretests but, the Tactics workbooks, I and II, give pretests if you'd prefer them.)

7. It will take about 3 weeks to study the 10 words on the list you choose and for you to add the 10 even numbered words.

   I will meet with each group, X, Y, and Z, for about 15 minutes once a week to go over words and their definitions. We will review the complete list of words you have chosen to study, once, in class, before the test over the words. (These small group sessions are the heart of the vocabulary study. This is the time for the teacher to teach, make the words come alive.)

   (While the other students read and/or work on vocabulary, I call together one group. We meet at a table near a blackboard. We go over the first five words one week; the same group will study the second five words one week later. We compare different diacritical spellings, meanings, and so forth. My most important job, as I see it, is to help students relate the words to their lives, their experiences. It's challenging and exciting. I don't get bored with the material, ever, because it is ever-changing.)

After we've gone over five words from the list, I ask the students to choose one word from their first five to share with all of us. From those words offered, I choose one or two to write on the board and try to give it life.

During these small group sessions I quickly check vocabulary notebooks to see that students are keeping them up to date. I make a written note of everybody's degree of completion right on the spot. Each group's session lasts 15-20 minutes, and I meet with each group once a week, as stated earlier.)

8. Vocabulary lists are reviewed once before testing. (One, fun and different, type of review is on p. 13.)

9. After 20 words have been entered in the notebooks, I will give you a test over the 10 words from the list you have studied and <u>three</u> of the even numbered words you have added.

   (Sample tests are shown on pp. 15-21.) I choose the three words that the students must define from their notebooks. I simply ask them to write down <u>their</u> 10 words, then I circle 4 of them, from which they are to choose 3 to define on test day.)

10. Semester tests over vocabulary lists will be given.
    A. One test will require you to know the spellings of all the words you have chosen to study.
    B. The second test will require you to know the meanings of all the words you have chosen to study. (I set up this test just like the vocabulary section of the I T E D tests.)

11. You will have to write a story using <u>your</u> vocabulary words after we have completed a list. (A sample of a student's story is given on p. 14.)

12. Extra-Credit--Yes!
    A. You can receive extra-credit by listening for the vocabulary words, your own or those on the list you are studying, being used by other people in your classes, at home, on TV, radio or anywhere. Remember how the word is used, explain that to me and define the word for 5 extra-credit points.
    B. You can also receive 5 extra-credit points for finding a vocabulary word you are studying in a new setting, in a different book, magazine or other reading material. Show me the sentence in which the word appears and tell me what the word means. (To ease record keeping on this

extra-credit, I simply keep a sheet of paper for each class posted on a "Word-Wise Board." Whenever students see me free for a moment, at the beginning or end of class, for example, they rush up and explain their extra-credit words. If they know what the word means in the new situation, without looking in their notebooks, they write their name and the word on the appropriate sheet on the "Words-Wise Board." Once a week I tally the points and record the figures.

This is an effective way to promote repeated exposures to the vocabulary. It takes days, months, sometimes years before human beings are able to incorporate new words into their writing, speaking, listening, and reading vocabularies. Anytime students are alert enough to recognize the words they are studying in a new setting they deserve recognition and credit.)

C. Notebooks will be collected for grading after you have added 20 words, 10 words from the list you have chosen to study and 10 of your own words. (As I check the vocabulary notebooks, I circle even numbered words I see repeated often. When the notebooks are returned, I tell the students that the circled numbers mean I want those words and their sentences for later vocabulary lists. I make a simple mimeographed form on which they are to write their name, the word and sentence. To have words chosen for later lists is a source of pride for most students.)

Vocabulary List X-1 (The 1 after the X simply indicates which list of the semester we are studying. We study 3-4 lists a semester.)

Explanation: 1. Beside the number, the word is given-copy this into your notebook.
A. Beside letter A, write or print the pronunciation of the word-use the dictionary.
B. Beside letter B, the word is used in a sentence-copy this into your notebook.
C. Beside letter C, write the definition which fits the way the word is used in the sentence. Don't copy a definition you can't pronounce.

Following the same pattern you add the even numbers from words you find in the book you are reading.

Lori Hunemiller, Rhonda Hamilton, Terry Miller, Angie Bean, Rick Ilenninger, Kim Eveland

1. enigma (enigmatic, enigmas)
A.
B. Jana's letter was an enigma to me, and I wanted to call her right away and find out more details.
C.

Lucinda Pudwill, Al Shatzer, Sherri Metzger, Jean Lambors

3. poignant
A.
B. It describes in one poignant word those children who cannot communicate with the outside world, even though they have perfect brains, sight and hearing.
C.

Rhonda Hamilton, Al Shatzer, Kathy Hansen

5. lassitude
A.
B. The vet suggested that the animal's lassitude might possibly have developed from a change in his diet.
C.

Rhonda Hamilton, Terese Bridges

7. egocentric (egotistical)
   A.
   B. He thought he was one of those egotistical boys who thought they could say anything to a girl and get away with it.
   C.

Deb Fuls, Dale Rider, Dave Rider

9. scrutiny (scrutinize, scrutinized)
   A.
   B. They were to start cleaning their rooms to make their old house presentable for the scrutiny of the new owners.
   C.

Leslie Butzloff, Jean Lambros, Terry Miller

11. intuitively
   A.
   B. No one had said a thing, offered any explanation. Yet last night, Joan had seemed intuitively to understand more than anyone.
   C.

Leslie Butzloff, Rob Koelling

13. ambiguous (ambiguity, ambiguities)
   A.
   B. I was puzzled because the meaning of his last comment was ambiguous.
   C.

Linda Frizzell, Deb Fuls, Dale Rider, Nell Gohlke, Steve Gabe

15. ostentatious
   A.
   B. The 45 by 22 foot boathouse, out behind the house and garage, was not there just to be ostentatious and an unusual decoration for the Lutzes.
   C.

Deb Fuls, Kathy Hansen

17. cacophony
   A.
   B. Finally Kathy clasped her hands to her ears to drown out the cacophony of noise.
   C.

Kim Grummit, Rick Henninger

19. prodigious

A.

B. The prodigious strength of the gorilla makes it possible for him to snap the stems off trees without effort.

C.

Vocabulary List Y-1

Explanation: 1. Beside the number, the word is given--copy this into your notebook.
A. Beside the Letter A, write or print the pronunciation of the word--use the dictionary.
B. Beside the letter B, the word is used in a sentence-copy this into your notebook.
C. Beside letter C, write the definition which fits the way the word is used in the sentence. Don't copy a definition you can't read, one with big words you can't pronounce.

Following the same pattern you add the even numbers from words you find in the book you are reading.

Sherry Bennett, Sue Burman, Rachel Nieman

1. gubernatorial
A.
B. Governor Ray won another gubernatorial race in Iowa this year.
C.

Jeff Best, Peney Hoins, Larry Berger

3. kaleidoscope (kaleidoscopic)
A.
B. The infield shimmers with color, a kaleidoscope of uniforms and warmup suits.
C.

Sherri Metzger, Tom Drape

5. affable (affably)
A.
B. After a few weeks, Judy became more affable with the other children.
C.

Vincent Smith, Mary Johnson, Mike Henninger

7. escarpment
A.
B. It became so narrow that he could not walk on it, a few feet farther on, faired back into the escarpment.
C.

Angie Bean, Michele Young, Nell Gohlke, Sue Burman

9. vehemence (vehemently)
   A.
   B. I will not die, he told himself with vehemence, no matter how often he shoots me, I will not die!
   C.

Mark Walker, Tammy Traeger, Dave Brandt

11. remorse
   A.
   B. She felt great remorse when she started the car, heard the wail of the animal, and found it dead near the wheels of her car.

Dave Brandt, Nell Gohlke, Sherri Metzger, Leslie Butzlaff, Nicky Larson

13. ominous (ominously)
   A.
   B. It was like a purplish red cloud hovering over the grounds. It looked ominous.
   C.

Steve Gabe, Paul Henkle

15. exuberant (exuberantly)
   A.
   B. Elsa walked slowly up to me, but that wasn't the the exuberant welcome she used to give us.
   C.

Laura Gabe, Bill Jones, Keith Sperr, Linda Frizzell, Rachel Nieman, Lester Gabe, Sue Burman, Leslie Butzlaff

17. belligerent (belligerently)
   A.
   B. "What do you think you're going to do?" he asked Lola belligerently.
   C.

Lori Hunemiller, Gaylen Haan, Christy Sutton,

19. premonition
   A.
   B. I didn't want to go to Fawn's party because I had some bad premonitions about it.
   C.

Vocabulary List Z-1

Explanation: 1. Beside the number, the word is given-copy this into your notebook.
A. Beside letter A, write or print the pronunciation of the word-use the dictionary.
B. Beside letter B, the word is used in a sentence-copy this into your notebook.
C. Beside letter C, write the definition which fits the way the word is used in the sentence. Don't copy a definition you can't read, one with big words you can't pronounce.

Following the same pattern, you add the even numbers from words you find in the book you are reading.

Linda Johnson, Jean Lambros

1. vagrant
A.
B. The vagrant had stayed in every city dump in Iowa over the years.
C.

Troy Cleveland, Kent Farran, Scott Dann

3. devastate (devastation)
A.
B. The football team was devastating the other team.
C.

Michele Young, Ross Johnson

5. sponteaneous (spontaneously)
A.
B. The girl cleaned her room spontaneously, without being told.
C.

Terese Bridges, Tammy Traeger, Steve Gabe

7. skeptical (skepticism, skeptic)
A.
B. He was very skeptical about going in the big house, alone.
C.

Ken Farran, Tracy Schulz

9. abhor
   A.
   B. He abhors violence and won't even allow his kids to watch violent shows on TV.
   C.

Mike Kramer, Matt Conner

11. boisterous
   A.
   B. When Rob got out of the army, his family gave him a boisterous welcome home party.
   C.

Jean Lambros, Terese Bridges

13. adolescent (adolescence)
   A.
   B. Teenagers sometimes like to read books about other adolescents, rather than books about adults.
   C.

Tom Drape, Kent Farron, Tracy Schulz, Denise Alvarado, Linda Frizzell, Christy Sutton

15. inevitable
   A.
   B. Growing old is inevitable.
   C.

Rob Koelling, Mike Kramer, Sandy Alberts

17. lethargy (lethargic)
   A.
   B. The girls were lethargic the next day after staying up all night
   C.

Deb Fuls, Diane Christopherson

19. reprimand
   A.
   B. The mother reprimanded her children for jumping on the bed.
   C.

Review of Vocabulary

The activities of vocabulary review sessions vary. One form of review that students seem to like is explained here:

The class is separated into groups of students according to the list of words they have studied. All the groups are given story situations and a copy of the list of words they have been studying. Then, working as a group, and with the aid of their notebooks, they are to write a story using their words and the ideas in one of the story situations.

Story Situations

1. A person is driving slowly down the street when suddenly, the door on the passenger's side falls off.
2. A person is getting a drink of water from a fountain. The pressure is low. Suddenly, the water shoots out all over his/her face.
3. A lady is about to enter a restroom and a man walks out.
4. You check out a book from the library, and low-an-behold, there's a hand-written note inside for you.
5. In the middle of the night, a person is awakened by what he thinks is the kitchen facuet dripping. He gets up to turn it off only to discover the noise is something else entirely.
6. A girl opens the front door, a sparrow flies in the house, and she spends the next 30 minutes frantically trying to chase out the intruder.
7. A person is enjoying the sun by sitting on a park bench. No one is nearby, but suddenly, someone or something starts to talk to him.

List X-1	List Y-1	List Z-1
prodigious	gubernatorial	devastate
cacophony	kaleidoscope	spontaneously
ostentatious	affable	vagrant
ambiguities	escarpment	skeptical
intuitively	vehemence	abhor
scrutiny	remorse	boisterous
lassitude	ominous	adolescence
egocentric	exuberant	inevitable
enigma	belligerent	lethargy
poignant	premonition	reprimanded

(To the teacher: I try to think of different situations for each review session. The TV program, Candid Camera, is a good source of humorous situations. Students have also done well and liked writing review stories based on their favorite childhood fairy tale.)

Writing Your Own Vocabulary Story

After we have studied 20 words, 10 from the list I have given and 10 of your own, you will be asked to write a story with your own words. When you write the story you are to underline the new words you are trying to learn. For every word you use correctly you will receive one point.

Dana Flege, a freshman at W-SR in 1978, wrote the following story using vocabulary words. These are words from the last list of his own words, earlier lists of his own words, and a few from the lists I passed out. Using words from so many lists, not just your own current list, is fine. You will receive credit for any new vocabulary word you use correctly. Just be careful to underline the word. (Dana was not an exceptionally bright student but he did like vocabulary study and writing his own vocabulary stories.)

Dana Flege's Story

The children were infatuated with the fallacies of Santa Claus and his eight reindeer. While some people mocked the parents who told their children about Santa, they did realize that he was symbolic of Christmas and all of its glory.

Up at the North Pole, in the castle where Santa lived, it was very chaotic. The little elves were running all over, Santa was eating, the sleigh was being filled, and the reindeer were practicing their take-off's and landings incessantly.

Finally came the night when Santa made his midnight ride through the sky, engulfing the luminous cities where knowing children were feigning sleep.

As they swept down on Billy's home, Billy heard a vague noise on the roof. He ran to the window and looked out at the ground predominantly covered with silky white snow glistening with the reflection of the moon.

As he listened, Billy could hear Santa saunter across the roof and slide down the chimney very moderately. Billy quickly ran to the stairs and he could see Santa bestowing an allotment of toys under the Christmas tree, which happened not to be an authentic one.

Seeing Santa was such a phenomenon, that when Billy gasped, it made Santa wince. He stared at Billy for only a second, then scampered up the chimney. But as he left, Billy heard his old cliché, "Merry Christmas to all, and to all a goodnight."

(To the Teacher: When these stories are returned I make a big production of it. The hardest task for most of us is writing. Think of writing a story using at least 10 new words! I choose two or three of the best stories to read aloud to each class. The students pick the best one for posting.)

Vocabulary Test X-1 Name _____

Hour _____

DIRECTIONS: Pick a word to go in each blank from the line of words with the same number as the blank. Write the word in the blank.

To cave men, much of life must have been an 1. _____

After all, they probably didn't have a 2. _____ amount of knowledge about anything. They might have wondered why things happen, but they couldn't go to the library to find the answers to their questions.

1. intuition ego enigma prodigy scrutinized
2. prodigious lassitude intuitive cacophony egocentric

How did the cave men learn about life? They must have had to learn by doing. When they had to make a decision, they probably did so based on their 3. _____. They probably had to 4. _____ puzzling problems very carefully to learn why something was as it was. They probably did much by trail and error. When they did something successfully, or made a right decision, it must have been a 5. _____ moment even for them.

3. enigma ambiguities ego scrutiny intuition
4. poignant ambiguity lassitude scrutinize cacophony
5. scrutinized poignant intuitive cacophony enigma

How would you like to have been a cave man? Just imagine waking up in your cave in the morning, hearing dozens of strange reptiles making a 6. _____ of sounds outside your front door. This, alone would give you 7. _____ feelings about going outside to see what the day was like.

6. enigma prodigious egocentric cacophony lassitude
7. ambiguous scrutinized ostentatious egocentric lassitude

Your cave probably wouldn't have had nice furniture, beautiful cars parked out front, or a refrigerator/freezer filled with food. As a matter of fact, your home would probably have been anything but a castle. So, you probably would not have been 8. _____ in any way. Nothing in your home

would have made it 9. _____. At the end of the day, you'd never feel sorry for yourself because you had no color TV to watch. You probably would have felt only great 10. _____ after having struggled all day just staying alive.

8. egocentric intuition scrutinized lassitude cacophony

9. egocentric ostentatious ambiguity lassitude prodigious

10. prodigious enigmatic lassitude poignant scrutiny

Your own new vocabulary:

1. What does _____ mean? _____

_____

2. What does _____ mean? _____

_____

3. What does _____ mean? _____

_____

Vocabulary Test Y-1 Name _____

Hour _____

DIRECTIONS: Pick a word to go in each blank from the line of words with the same number as the blank. Write the word in the blank.

The Governor

Governor Ray had to have had some 1. _____ that he would win the 2. _____ race in Iowa again this year. Afterall, most people think he's done a good job as governor, and they also like him because he is a very 3. _____ person. Governor Ray must not have felt any 4. _____ for the job he had done for Iowa in the past years, or he would not have run again. On November 7, 1978, Mr. Ray must have felt quite 5. _____ as he became our governor for the third time.

1. gubernatorial premonition kaleidoscope escarpment vehemence
2. kaleidoscopic vehement remorseful ominous gubernatorial
3. vehement ominous affable kaleidoscopic belligerent
4. belligerence affability ominous remorse escarpment
5. escarpment exuberant vehement belligerent ominous

The Land of the Big Horn Sheep--Unfriendly but Beautiful

Only the nimble big horn sheep could safely travel over the 1. _____ and dangerous 2. _____ of the Canadian Rockies. The jagged peaks, sharp rocks and cold, powerful winds would make those great heights seem like a very 3. _____ and angry land, indeed, to all but the big horn and mountain climbers. Even a big horn sheep would have to be very healthy and 4. _____ speciman to make it in that unfriendly place. Oh! but think of the 5. _____ view he has of his world--a changing picture as he climbs every peak and crosses every mountain stream.

1. ominous affable remorseful exuberant gubernatorial
2. gubernatorial escarpments kaleidoscope vehemence premonitions
3. affable exuberant remorseful belligerent kaleidoscopic
4. premonition remorseful vehement kaleidoscopic premonition
5. kaleidoscopic remorseful vehement belligerent gubernatorial

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Your own new vocabulary:

1. What does _____ mean? _____

   _____

2. What does _____ mean? _____

   _____

3. What does _____ mean? _____

   _____

Vocabulary Test Z-1 Name _____

Hour _____

DIRECTIONS: Write a short definition of each of these words on the lines provided.

1. adolescence (adolescent) _____

_____

2. abhor _____

_____

3. vagrant _____

_____

4. devastate _____

_____

5. reprimanded _____

_____

6. skeptical _____

_____

7. spontaneously (spontaneous) _____

_____

8. boisterous _____

_____

9. inevitable _____

_____

10. lethargic _____

_____

(To the Teacher: This is one form of the test of the words I give to very remedial students. Often, if I simply read the regular Z test to the remedial students, they are able to fill in the words correctly.)

Vocabulary Test Z-1B Name _____

Hour _____

DIRECTIONS: Pick a word to complete each sentence correctly and write it on the blank line.

The Fire Drill

1. The fire alarm rang, and _____, everyone hurried out of the room.

   lethargically, spontaneously, devastated, reprimanded

2. The teacher had told the students to be very quiet as they left the building during the fire drill. Some of them were _____, however, and that made the teacher angry.

   boisterous, adolescent, spontaneous, lethargic

3. Because some of the kids were noisy during the fire drill, it was _____ that the teacher was going to yell at the whole class.

   devastated, reprimanded, inevitable, lethargic

4. When the fire drill was over, everybody went back to the classroom. The teacher _____ everybody for being so noisy during the drill.

   inevitable lethargic spontaneous reprimanded

5. The teacher said, "I _____ noisy students when we have fire drills. That's one time everybody needs to be quiet and orderly."

   vagrant boisterous abhor skeptical

The Runaway

6. Rob was only 15 year old, just an _____, when he ran away from home.

   lethargic adolescent skeptic devastation

7. He tried to get a job in every town he passed through. He had no training, and he was so young, that no one would hire him. Everytime an employer said, "No, I'm sorry, I have no work for you," Rob felt _____.

   devastated lethargic inevitable spontaneous

8. After weeks of being turned down, Rob was _____ of his ever finding a job.

   devastated inevitable skeptical abhorred

9. Rob became a _____. He just went from town to town, hoping people would give him free handouts..

   devastation adolescent boisterous vagrant

10. Rob's parents loved him very much. They never gave up, never became _____ in their search for their son. Finally, they found Rob, with the help of police. They went to Rob, and after talking for hours, worked out their difficulties. Rob and his parents went home together.

reprimanded inevitable abhorred lethargic

Your own new vocabulary:

1. What does _____ mean? _____

_____

2. What does _____ mean? _____

_____

3. What does _____ mean? _____

_____